

**Education and Manpower Bureau**  
**Territory-wide System Assessment 2005**  
**Primary 6 English Language**  
**Reading and Writing**  
**Marking Scheme**

6ERW1

**Part 1**

Part 1A		Remarks
1. B	5. C	
2. D	6. A	<ul style="list-style-type: none"> <li>Award a score of 1 for each correct answer</li> <li>Award a score of 0 for an incorrect answer or unattempted question</li> </ul>
3. B	7. B	
4. C		

Part 1B
1. Wednesday / Wed 2. – cannot / can't / doesn't / won't etc. – it has not opened / started yet // it will restart / restarts service from 11 August / in August 3. phone / call 7144 8932 4. books and CDs
<b>Remarks</b> <ul style="list-style-type: none"> <li>Award a score of 1 for each correct answer</li> <li>Award a score of 0 for an incorrect / illegible answer or unattempted question</li> <li>Incomplete sentences are acceptable.</li> <li>/ indicates (an) alternative, acceptable word(s) / phrase(s) within an answer</li> <li>// indicates an alternative answer</li> <li>For Question 2, award a score of 1 for both correct answers and award a score of 0 if any answer is incorrect.</li> </ul>

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**Part 2**

Part 2A	Part 2B
1. B 2. D 3. C 4. D 5. C 6. C 7. A	1. <b>EITHER</b> Tourists can visit different places / scenic spots. // <b>OR</b> Food is fantastic / tasty. // many restaurants // restaurants everywhere // Tourists can try different cuisines. 2. bird(s) 3. food / dishes 4. (People / They) dump / throw / put / litter / drop rubbish / plastic bags (into the harbour). 5. a) (every)where and there b) hand and (dream)land     } (in any order)
<p><b>Remarks</b></p> <ul style="list-style-type: none"> <li>• Award a score of 1 for each correct answer</li> <li>• Award a score of 0 for an incorrect answer</li> <li>• / indicates (an) alternative, acceptable word(s) / phrase(s) within an answer</li> <li>• // indicates an alternative answer</li> <li>• For Part 2B question 1, award a score of 0 if more than one example is given.</li> <li>• Incomplete sentences are acceptable.</li> <li>• Do not penalize students for wrong use of capitalization, grammatical or spelling mistakes that do not interfere with the communication of ideas.</li> </ul>	

**Part 3**

1. (the) moon 2. sound 3. (the) sun 4. dawn / daybreak	<p><b>Remarks</b></p> <ul style="list-style-type: none"> <li>• Award a score of 1 for each correct answer</li> <li>• Award a score of 0 for an incorrect / illegible answer or unattempted question</li> <li>• / indicates (an) alternative, acceptable word(s) / phrase(s) within an answer</li> <li>• Do not penalize students for spelling mistakes that do not interfere with the communication of ideas.</li> </ul>
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**Part 4**

<b>Part 4A</b>	<b>Remarks</b>
1. D 2. A 3. C 4. A 5. C 6. The Librarian Hong Kong Central Library Causeway Bay Hong Kong	<ul style="list-style-type: none"> <li>• Award a score of 1 for each correct answer</li> <li>• Award a score of 0 for an incorrect / illegible answer or unattempted question</li> <li>• For Question 6, do not penalize students for wrong format, capitalization or spelling that does not interfere with the communication of ideas.</li> </ul>

<b>Part 4B</b>	<b>Remarks</b>
47. 8 – 10 rules 48. 6 – 8 rules 49. pre-school 50. post-secondary	<ul style="list-style-type: none"> <li>• Award a score of 1 for each correct answer</li> <li>• Award a score of 0 for an incorrect / illegible answer or unattempted question</li> <li>• Do not penalize students for spelling or grammatical mistakes that do not interfere with the communication of ideas.</li> </ul>

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**Part 4C**

BC Descriptor	Scoring Guide	Remarks
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing and / or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (<b>IS</b>, <b>KS</b>, <b>ES</b>)</li> <li>Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (<b>IS</b>, <b>KS</b>, <b>ES</b>)</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>Provides 4 – 5 correct and relevant rules with appropriate choice of words</li> <li>There are few or no grammatical and spelling mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>Accept any sensible or logical ideas</li> </ul>
	<p><b>2</b></p> <ul style="list-style-type: none"> <li>Provides 4 – 5 correct and relevant rules with appropriate choice of words</li> <li>There are some grammatical and spelling mistakes.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Provides 2 – 3 correct and relevant rules with appropriate choice of words</li> <li>There are few or no grammatical and spelling mistakes.</li> </ul>	
	<p><b>1</b></p> <ul style="list-style-type: none"> <li>Provides 2 – 3 correct and relevant rules with appropriate choice of words</li> <li>There are some grammatical and spelling mistakes.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Provides 1 correct and relevant rule with appropriate choice of words</li> <li>There are few or no grammatical and spelling mistakes.</li> </ul>	
	<p><b>0</b></p> <ul style="list-style-type: none"> <li>Provides totally irrelevant ideas</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>	

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**Part 5**

<b>Part 5A</b>	<b>Remarks</b>
<div style="display: flex; justify-content: space-between;"> <div> 1. D 2. B 3. C 4. A 5. C </div> <div> 6. D 7. B 8. A 9. B 10. D </div> </div>	<ul style="list-style-type: none"> <li>Award a score of 1 for each correct answer</li> <li>Award a score of 0 for an incorrect answer or unattempted question</li> </ul>

<b>Part 5B</b>	<b>Remarks</b>
<div style="display: flex; justify-content: space-between;"> <div> 1. A E G 2. C D H </div> </div>	<ul style="list-style-type: none"> <li>Award a score of 1 for each correct letter</li> <li>Award a score of 0 for an incorrect answer or unattempted question</li> <li>The letters can be in any order for each answer.</li> </ul>

**Part 6**

BC Descriptor	Scoring Guide
<b>Writing</b> <ul style="list-style-type: none"> <li>Writing and / or responding to simple texts with relevant information and ideas (including personal experiences, imaginative ideas and evaluative remarks) with the help of cues (IS, KS, ES)</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>Provides many relevant ideas / responses to the questions with supporting details</li> <li>Communicates ideas very clearly and coherently</li> </ul>
	<b>3</b> <ul style="list-style-type: none"> <li>Provides many relevant ideas / responses to the questions with few supporting details</li> <li>Communicates ideas clearly and coherently</li> </ul>
	<b>2</b> <ul style="list-style-type: none"> <li>Provides some relevant ideas / responses to the questions</li> <li>Communicates ideas quite clearly</li> </ul> OR <ul style="list-style-type: none"> <li>Provides ideas by partially substituting the words / ideas from the letter</li> <li>Communicates ideas quite clearly</li> </ul>
	<b>1</b> <ul style="list-style-type: none"> <li>Words and ideas are mostly copied from the letter.</li> </ul> OR <ul style="list-style-type: none"> <li>Provides very limited ideas / responses to the questions</li> </ul> OR <ul style="list-style-type: none"> <li>Provides unclear or disconnected information / ideas that may confuse the reader</li> </ul>
	<b>0</b> <ul style="list-style-type: none"> <li>Unable to express ideas</li> </ul> OR <ul style="list-style-type: none"> <li>Provides totally irrelevant ideas</li> </ul> OR <ul style="list-style-type: none"> <li>Practically makes no attempt at all</li> </ul>
	<b>Format</b> <ul style="list-style-type: none"> <li>Award a score of 1 for correct recipient (“Dear Ben”) and sender (“Yours, Paul”)</li> <li>Award a score of 1 for an appropriate beginning (e.g. “I am fine.”) and / or closing (e.g. “Please write to me when you have time.”)</li> </ul>

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BC Descriptor	Scoring Guide	Remarks
<ul style="list-style-type: none"> <li>• Writing simple texts using a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with the help of cues despite some spelling and grammatical mistakes (<b>IS, KS, ES</b>)</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>• Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with few / no grammatical and spelling mistakes</li> </ul>	<ul style="list-style-type: none"> <li>• Answers less than 40 words will not be awarded more than a score of 2.</li> </ul>
	<p><b>2</b></p> <ul style="list-style-type: none"> <li>• Uses a small range of vocabulary, sentence patterns, cohesive devices and verb forms fairly appropriately with some grammatical and spelling mistakes</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Uses a small range of vocabulary and verb forms with few / no grammatical and spelling mistakes</li> </ul>	
	<p><b>1</b></p> <ul style="list-style-type: none"> <li>• Uses a very limited range of vocabulary and verb forms</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Makes many grammatical and spelling mistakes</li> </ul>	
	<p><b>0</b></p> <ul style="list-style-type: none"> <li>• Provides totally irrelevant ideas</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Practically makes no attempt at all</li> </ul>	